

# SCHOOL LIFE

VOLUME XVI  
NUMBER 8

## *In this Issue*

A Study of the  
School Tax Dollar

Measuring  
Teaching Ability

From Barbarism  
to Civilization



WASHINGTON CHILDREN LEAVE A MAY BASKET  
AT THE WHITE HOUSE ON MAY 1, NATIONAL CHILD HEALTH DAY

APRIL  
1931

## *In this Issue*

The Ones the School  
Called Dull

New Government  
Publications Useful  
to Teachers

Universities of the  
Out-of-Doors

Official Organ of the Office of Education  
United States Department of the Interior, Washington, D. C.

For sale by the Superintendent of Documents, Washington, D. C.

See page 160 for prices

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# SCHOOL LIFE

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No. 8

## A Study of the School Tax Dollar

*Four-Year National Survey of School Finance Authorized by Congress to Begin July, 1931; Inquiry Need Imperative Educational Associations Agree*

By JOHN H. LLOYD

*Editorial Division, Office of Education*

**B**Y AUTHORITY of Congress the next major Office of Education survey will be a national study of school finance.

School finance is a dominant school problem now facing State legislators and State school officials. A Federal survey of school finance comes, therefore, at a time when it can be particularly useful to States attempting to adjust the tax dollar to school needs.

Congress authorized the national survey of school finance to be made at a total cost of not to exceed \$350,000. The sum of \$50,000 was made available for the fiscal year beginning July, 1931, and it is expected that the sum of \$100,000 will be appropriated for each of the following three years. Commissioner William John Cooper is preparing to inaugurate the survey in July.

### *Will Name Advisors*

Outstanding educational organizations, including the National Education Association, Department of Superintendence and the National Council of State Superintendents and Commissioners of Education, petitioned Congress asking that the next national survey of education be in the field of finance. Many other educational problems confronted these organizations, but they were in agreement that a study of school finance was the most pressing need.

Commissioner Cooper will direct the school finance survey, but he will name a research expert in this field as associate director, who will organize and direct the survey's staff. Assisting Commissioner Cooper and the associate director will be a board of consultants which will probably consist of at least one State superintendent of education, a State tax commissioner, a State finance director, a city superintendent, a representative of the United States Chamber of Commerce, and college professors of school finance and public finance. Subsequently a lay advisory board of citizens and leaders inter-

ested in finance as it relates to the schools will also be named.

From the Office of Education there has already gone out to State departments of education a check list to gather the names of officers who will be concerned with the national survey and who will be asked to help in the task of gathering information.

### *Three Surveys at Once*

The survey of school finance will be the third national education study under the direction of the Office of Education and Commissioner Cooper. Companion studies are the national survey of secondary education (high schools), for which Congress authorized an appropriation of \$225,000, and the national survey of the education of teachers, with an appropriation of \$200,000. The first study, which began in 1929, will be completed in 1932; the second, launched last July, also will require three years. With all three studies in progress there will be an expenditure slightly in excess of \$200,000 for special fields of research in education during the 1931-32 fiscal year.

A resolution submitted to the Office of Education by the National Council of State Superintendents and Commissioners of Education, which was also approved by the Department of Superintendence of the National Education Association, indicates what these organizations expect of a national survey of school finance: "We believe that the subject of school accounting with the related administrative corollaries, including the cooperative develop-

ment of a superior Federal system of statistical and informational service, is of fundamental significance in the solution of educational problems. Therefore, we respectfully urge that Congress make an adequate appropriation for a period of years; first for a comprehensive study and the scientific development of basic reports to the United States Office of Education; and, second, for a thoroughgoing study of public-school finance, State, county, and local, such studies to be carried on under the direction of the United States Commissioner of Education."

### *Scope of Survey*

Finance factors relating to high schools and to teacher training, which were purposely omitted in the other two surveys—secondary education and the education of teachers—will be brought out in the school finance study. Financing of public elementary secondary higher education, and other forms of public professional learning will also be studied from a national point of view.

In asking Congress to authorize and appropriate funds for the national survey of school finance, Commissioner Cooper again mentioned the policy of the Office of Education, as approved by Ray Lyman Wilbur, Secretary of the Interior. The policy calls for the maintenance of a permanent staff large enough to do the regular work of gathering and publishing data indicating the status and progress of education in the various States, and to answer the numerous requests for information and assistance. When an educa-

Survey	Fiscal year					
	1929-30	1930-31	1931-32	1932-33	1933-34	1934-35
Secondary education.....	\$50,000	\$100,000	\$75,000			
Teacher preparation.....		50,000	80,000	\$70,000		
School finance.....			50,000	100,000	\$100,000	\$100,000
X.....				(?)	(?)	(?)
Y.....					(?)	(?)
Total.....	50,000	150,000	205,000	170,000(?)	100,000(?)	100,000(?)



# Lectures Without the Lecturer

*Doctor Kilpatrick and Doctor Buswell Speak to Washington, D. C., Educators Through New Talking Films, but Miss Discussion*

By MARY DABNEY DAVIS

*Senior Specialist in Nursery-Kindergarten-Primary Education, Office of Education*

tional problem becomes of such pressing importance that it is before the legislatures of several States, or constitutes a major topic at conventions of educators, the Office of Education asks for a nation-wide study, to be made by a staff of temporarily employed experts in the subject to be studied.

Such a study, the commissioner stressed, is only urged when the issue appears to be nation-wide, involving areas beyond the scope of any State or of several States. When authority is then granted and funds made available data are gathered from the various States at one and the same time, a task which only the Federal Government is able to perform. Results of any such surveys are available to the respective State legislatures, to city councils, and to educational authorities to throw light on current local problems.

## Finance Leads All The Rest

Advance investigations revealed that school finance was the outstanding problem confronting State legislatures and State school officials. A study was made by the research division of the National Education Association, the findings of which were especially convincing. The study disclosed that 86 per cent of school legislation bills in the States during the 1929-30 and current school years were concerned with one aspect or another of school finance:

### State School Legislative Issues—1929-30 and 1930-31

Issue	Per cent of States in which issue was important	
	1929-30	1930-31
School revenue and taxation.....	86	86
Apportionment of State school aid.....	61	73
Teacher retirement or pensions.....	81	70
Reorganization of State board or department of education.....	53	41
Increasing size of local school unit.....	55	50
Certification of teachers.....	47	40
Teacher tenure and contracts.....	8	32
Textbook legislation.....	6	25
Other problems.....	14	5
Number of States involved.....	36	44

Since 44 States reported for the current school year, the information secured may well be regarded as the consensus of nearly all the States.

Commissioner Cooper told the Committee on Appropriations of the House of Representatives of Congress that 25 States report a reform of taxation in general or of school revenues in particular as a matter of immediate and vital importance. He said that largely as a result of changing economic conditions and the tendency of wealth to concentrate in urban centers the apportionment of school funds in a way to equalize educational opportunities is reported as a vital issue in 16 States.

A SERIES OF EDUCATIONAL sound pictures under the title "The Teacher and Parent Guidance Course" have been introduced in Washington, D. C., to leaders in a variety of professions interested in education. The course has been sponsored by representatives of colleges and universities in Washington and Baltimore, of private and public schools, and of national organizations active in the field of education.

The films were presented before this audience and with this sponsorship for two reasons: First, to show recent progress in the technique of educational film production, and, second, to demonstrate the variety of programs, lectures, musicales, science demonstrations, and classroom procedures available in the new mode.

## Open-Forum Discussion

Some Washington or Baltimore educator, particularly familiar with the topic, introduced each talking film. This same leader conducted a discussion following the viewing of the film, bringing out certain problems of method, technique, or principle in educational practice. Criticisms of the film also came out in the discussion which developed into open-forum arguments over the merits of the film speaker's conclusions and the success of the film presentation.

There is, of course, great value in both types of discussion. For the producers of the films, the educational research division of Electrical Research Products (Inc.), it is important to know whether the films carry conviction, whether the settings are appropriate and natural, and whether the general structure of the lectures or demonstrations are acceptable to educators.

For the audience, an introduction to a film by some local person supplies a necessary biography and analysis of the work of the film lecturer in his field.

## Classroom Demonstrations

The timeliness, the importance, the method of handling, and the educational value of the subject to be considered were also brought out in the introductions. Discussion following the film cleared misconceptions and turned the thoughts of the audience into evaluations and practical applications of the ideas transmitted by screen shadows and loud speaker.

Lectures and demonstrations in the Washington program included lectures by Dr. William H. Kilpatrick on Problems of Teaching Method, and by Dr. Hughes Mearns on the Creative Approach to Edu-

cation. Sections of the films of both these lectures gave illustrations of classroom activities. Other talking films gave demonstrations of the work at the Yale Psychoclinic in studies of infant behavior, with an explanatory lecture by Doctor Gesell; demonstrations of accomplishment tests for babies developed by Dr. Charlotte Buhler, and of the sections of the Binet test used with children at six different age levels; demonstrations of a guidance program in the public schools by Dr. Richard Allen; methods of teaching reading by Dr. Arthur I. Gates; teaching arithmetic by Dr. Guy T. Buswell; and actual classroom environments taken in the informally organized classrooms in Bronxville, N. Y. The final film was an exposition of supplementary pictures of Government activities and famous personalities.

Another type of picture shown could be classed under the heading of natural science. One such film pictured a seed sprouting, seeking nourishment and support; the fertilization of the blossom and the formation and ripening of the seed pod. Another pictured the development of the frog from the egg through the tadpole stage of development on to maturity.

## Film Can Be Repeated

The talking pictures offer lectures and demonstrations for teachers and parents. Educational opportunities hitherto unat-



Courtesy Electrical Research Products (Inc.)

## THE TENORS OF THE SYMPHONY ORCHESTRA

Four new educational talking pictures explain the functions of the four choirs of a symphony orchestra, the strings, brasses, percussion, and wood wind instruments. In the reel devoted to the brasses medieval scenes of trumpeters escorting returning knights reveal the instruments' original uses.

tainable for those living in rural districts and small towns are now available. An added value lies in the opportunity afforded for repeating the film, a feature that is not possible when a lecturer has but an hour with his audience and his vocal inflections and emphases, which can not be captured by the printed word, vanish with him.

# From Barbarism to Civilization in 46 Years

*Office of Education Transfers Alaska Division to Indian Office and Closes the Ledger on Half a Century of Successful Work in Adapting a Native People to a White Man's World*

By WILLIAM HAMILTON

*Assistant Chief, Alaska Division, Office of Education*

WITH THE TRANSFERENCE of the Alaska division to the Office of Indian Affairs on March 16, 1931, ended a picturesque administrative function of the Office of Education. The transfer was made in conformity with the new Federal policy by which the Office of Education concentrates on research and relinquishes administrative duties.

Originally the Office of Education, formerly the Bureau of Education, had no administrative functions, but the direction of the education and welfare of the natives of Alaska was assigned to the office when civil government was established in that Territory in 1884. Welfare of the natives eventually comprised medical relief and the promotion of industries, including the herding of reindeer.

The importation of reindeer from eastern Siberia into Alaska by the Bureau of Education to provide a means of livelihood for the Eskimos of Alaska, and to furnish them with food and clothing, began in 1891 and continued until 1902, a total of 1,280 reindeer being imported during that period.

## *The Coming of The Reindeer*

Early in its history the reindeer service became an integral part of the educational system for northwestern Alaska, the raising of reindeer being the form of vocational education best adapted to the Eskimos inhabiting the barren wastes of Arctic and sub-Arctic Alaska. Herders from Lapland were brought to Alaska to instruct the Eskimos in the care and management of reindeer. The animals were distributed among the Eskimos under a system of apprenticeship covering a period of four years.

At the satisfactory termination of his apprenticeship, the Eskimo received a certain number of reindeer as the nucleus for his own herd. Year after year new centers were established and the reindeer industry extended over a wide area until the ownership of reindeer is now distributed among more than 2,500 natives. Reindeer herds are found throughout the entire coastal area from Point Barrow to the Aleutian Islands. The total number of deer is estimated to be more than 600,000. Of the 78 herds, 59 are owned by natives, 7 are owned by white men, 3 by Lapps, 3 by the Government, 5

jointly by white men and natives, and 1 by a mission. There are 320 herders on the ranges occupied by the native-owned deer.

## *Herds Outgrew the Schools*

Within less than a generation the reindeer industry advanced one entire stage of civilization, the Eskimos inhabiting the grazing lands from the Polar Sea to the north Pacific Ocean: It has raised them from the primitive to the pastoral stage; from nomadic hunters to civilized men.



YANKEE CLEVERNESS WITH TOOLS

All teachers who go to Alaska testify to the remarkable skillfulness of natives in mechanical arts and trades. Plans are now being laid to assist them in marketing on better terms the ivory and wooden objects and ornaments which tourists to Alaska find so attractive.

From its inception, the reindeer industry among the natives was directed by the Office of Education through its superintendents and teachers. While the herds were small and located in the vicinity of the schools, this arrangement was satisfactory. With the phenomenal increase in the number of deer, the consolidation of the herds, and the distribution of the animals over widely separated areas, it has become impossible for the teachers to exercise proper supervision of the herds in addition to their other duties. By the order

of the Secretary of the Interior, October 3, 1929, all matters affecting the reindeer industry in Alaska were transferred to the jurisdiction of the Governor of Alaska.

Since the beginning of the work of the Office of Education for the natives of Alaska in 1884, great progress has been made in advancing the civilization of the aboriginal races of Alaska, but the task is far from complete. All of the principal settlements have been reached, but there are small villages, remote and difficult of access, in which the natives still live in the most primitive fashion. There are villages out on the tundra and along the coast of Bering Sea and the Arctic Ocean where the natives live in small sod houses, partly underground, to which access is gained through a low tunnel. In many cases, the only heat is that thrown off by the bodies of the occupants. Light filters through the window of seal intestines in the roof; the floors are indescribably filthy with litter and refuse.

In mild weather these sod houses are wet from seepage and from moisture dripping from the roof and walls. The natives living in these hovels are dressed in parkas made of the skins of wild ducks, sealskin trousers, and boots of fish skins or sealskins. In summer they live on the flesh and eggs of wild birds and a few seal and salmon. In winter they depend for food upon fish which they catch through holes in the ice. These people live from hand to mouth, and have no desire to better their conditions.

## *The Difference a School Makes*

In villages where teachers have been stationed for a number of years there are well-constructed, 2-story log or frame houses, with linoleum on the floors, paper on the walls, ranges, heaters, comfortable beds, and good furniture. These natives have on hand, supplies of dried fish and reindeer meat, wild berries, and sometimes vegetables grown in their own gardens. They have a stock of wood for winter use, and from their reindeer herds they can secure meat for their own use and for sale, also skins for clothing.

In southeastern Alaska, where the natives have had the benefit of schools and missions for very many years, conditions in some of the native villages compare favorably with those in the white settlements.



Courtesy of Ernest Walker Sawyer

REINDEER ARE TO ALASKA WHAT CATTLE ARE TO THE WESTERN PLAINS



NARROW BERING STRAIT IS THE DIVIDING LINE BETWEEN BARBARISM AND CIVILIZATION  
In Siberia the natives still live in rude skin huts in summer and in dugout hovels in winter. Across Bering Strait many prosperous Eskimos live in neat, sanitary, and comfortable houses.



Courtesy of Ernest Walker Sawyer

THE BOARD OF DIRECTORS

Having adjourned its regular meeting held in the community house near Golovin, Alaska, the board of directors of the Council Reindeer Association poses for a photograph. The Eskimo herders are being safeguarded in their ownership of the animals. Of 78 reindeer herds varying in number from a few hundred to 30,000, Eskimos own 59.

There is no doubt but that the natives of Alaska are being developed in education and industry so as to become an important factor in the economic life of the Territory. Many natives have assumed the responsibilities of citizenship. Some of them are comparatively wealthy, owning their own homes and fishing vessels. Thousands of natives are employed in the canneries of southern Alaska. Fleets of power boats belonging to and operated by natives transport fish from the fishing grounds to the canneries. Many natives are employed in the mines. Others are merchants, boat builders, carpenters, guides, pilots, fishermen, trappers, loggers, ivory carvers, basket weavers, and curio makers. The Office of Education employs as teachers the brightest graduates of its schools. Native girls showing qualifications for medical work are trained in the hospitals as nurses. Natives are employed as cooks, janitors, and orderlies in the hospitals. Natives are found in the legal and clerical professions. Throughout northern and western Alaska the majority of the herds of reindeer are owned by natives.

#### *Need Superteachers*

In the Alaskan native community the school is the center of activity—educational, industrial, civic, and social. The schoolroom is available for public meetings for the discussion of the affairs of the village or, occasionally, for social purposes. Some of the buildings contain a laundry and baths for the use of the natives. The school workshop is available for the making and repair of boats, sleds, and furniture. Night-school sessions are held by many teachers for adults, who realize that a knowledge of English is essential to enable them to meet the changing conditions which confront them.

The Alaskan school service had demanded of teachers not professional qualifications alone. Philanthropic motives, good judgment, patience, initiative, and ability to do effective work under adverse circumstances are essential to the success of a teacher in a native Alaskan village. From the nature of things, a teacher in an Alaskan native school must widen the scope of his activities beyond the schoolroom. Of necessity he assumes the functions of a community leader, an arbitrator in disputes, a censor of morals, a preserver of peace, and a public nurse and medical advisor. He must have the courage and resourcefulness to cope successfully with all manner of emergencies.

It is gratifying to note that the natives of Alaska are rapidly becoming qualified to serve as assistant teachers. In southeastern Alaska, where the natives have had the benefit of schools for a longer period than those in other sections, native teachers make up 28 per cent of the number of teachers in that district. Native teachers constitute the entire teaching



staff at Klawock, the second largest native school in Alaska, with an enrollment of 112 and a curriculum extending through the twelfth grade.

In all the day schools instruction in some form of industrial work is given, principally in cooking and sewing for the girls, and in carpentry for the boys. When no other place is available, cooking is often taught in the teacher's own kitchen. By purchasing groceries and other supplies at the local stores, the natives frequently supplement the materials furnished by the Office of Education. In this way the domestic science work at some of the day schools has become practically self-supporting.

#### Medical Service Extensive

The curriculum of the industrial boarding schools established at various places includes such industries as will improve the living conditions of the natives and afford them assured means of support. Instruction is given in carpentry, house building, furniture making, cooking, bread baking, sewing, the making of clothing, boat building, sled construction, the operation and repair of gas engines, the making of snowshoes, the tanning of skins, taxidermy, the carving of wood and ivory, blanket making, and basket weaving. To train the natives for effective service in their cooperative stores instruction is also given in typewriting, stenography, clerical work, and business methods.

Centuries of experience in the use of tools of their own contrivance have developed in the native races of Alaska mechanical skill of a high order, which they successfully apply in the various industries taught in the schools.

For the medical relief of the natives, the Office of Education employed, during the fiscal year of 1930, 9 physicians and 29 nurses. It maintained hospitals at Juneau, Tanana, Akiak, Kakanak, and Kotzebue. Each hospital is a center of medical relief for a very wide territory, and each physician makes extended tours through his district.



Most maps distort Alaska. One that does not is Alaska Map No. 8—A Great Circle Map, 22 by 28 inches, which may be obtained free of charge by writing to the Chief Clerk, Department of the Interior, Washington, D. C.



#### School Newspaper Editors Meet

Nearly 2,000 scholastic journalists, representing about 700 publications issued by practically every type of school in the United States, attended the 1931 convention of the Columbia Scholastic Press Association at Columbia University March 12-15.



Courtesy of Ernest Walker Sawyer

#### REINDEER STEAKS FOR SEATTLE

Mrs. Ole Olson has purchased modern packing house equipment in order to expedite shipment of reindeer meat to the United States. Better cold storage and improved shipping facilities will permit the sending of 150,000 carcasses annually to the United States. Reindeer steaks now sell from 9 to 15 cents a pound wholesale on the west coast.



THE SUPERINTENDENT VISITS HIS SCHOOLS

One school district in Alaska is three times the area of Illinois. A superintendent must be a skillful dog driver to make inspections during the winter months. School officials also travel by airplane.



Courtesy of Ernest Walker Sawyer

#### NATIVE ALASKAN TEACHERS

Capable Alaskan natives have been encouraged to become teachers. The trend in this direction is revealed by the fact that 28 per cent of the teachers in southeastern Alaska are natives.

#### Four New Federal Films

How the weather man keeps tabs on the weather—heat, cold, wind, calm, sunshine, rain, drought, frost, snow, thunder, and lightning—all over the country, and all at the same time, is shown pictorially in a new film sponsored by the Weather Bureau. Names and uses of the instruments used at the 200 Weather Bureau stations scattered throughout the United States, the meaning of weather symbols that appear on published maps, and how the information is assembled are also shown.

"Food Makes a Difference" is the title of another new film which is sponsored by the Bureau of Home Economics presenting nutrition facts by home-economics specialists illustrated by a succession of children—children who are thin and undernourished, with stooping backs, and winged shoulder blades, and children who are fine and healthy, bright eyed, laughing, sturdy, well nourished, with straight backs and legs.

Two new 1-real motion pictures, sponsored by the Forest Service—How Forests Serve, showing some ways in which protected forests serve by providing work in the woods, in mills, at factories, and in building, and Unburned Woodlands, stressing the fact that unburned woodlands are homes for birds, game, and other wild life, as well as conservers of water and places of recreation—have also been released recently.

Copies of any of these films may be borrowed, without charge, other than the cost of transportation, by applying for bookings to the Office of Motion Pictures, United States Department of Agriculture, Washington, D. C.



#### Study Appeal of Radio Programs

How much "sugar coating" must be applied by educators to radio pills of learning? United States Department of Agriculture radio service is testing a series of nine different methods of presenting agricultural information, and with the cooperation of station WGY, Schenectady, and its farm radio audience, hopes to learn from the "listeners-in" themselves just how much "coating" is necessary.



The Association for Childhood Education, Nursery-Kindergarten-Primary, formerly the International Kindergarten Union, will hold its thirty-eighth annual convention in Cleveland, Ohio, April 20-24, 1931, with headquarters at the Hotel Cleveland. Discussion groups led by outstanding leaders in the field of early childhood education will be the feature of the meeting.

# English and German Students Make Long Trips at Low Cost

*Municipal Hotels Receive Traveling Classes and Provide Breakfast for 5 Cents; Supper, 15 Cents*

By C. F. HOBAN

*State Director of Visual Education, Pennsylvania*

SCHOOL JOURNEYS have an established place in the school system of Great Britain and are subsidized in the city of London. School journey practice is a general procedure in all the schools of Germany—elementary and secondary, pedagogical academies (teacher-training institutions), colleges, and universities.

Through the medium of the school journey, British teachers have made their educational methods very practical. Wherever possible, they place their school children in direct touch with objects of instruction.

During a recent summer visit it was my good fortune to find the English schools in session. (They close for the summer vacation on July 27.) Work in the geography of England is done largely in the field, and teachers do not depend to so great an extent on the textbook as is the case in America. Journeys are the channels through which excellence in this subject is attained.

## *Go to Stoke Poges to Read Elegy*

English children have a thorough grasp of their literature. They study it in the scenes that occasioned it and in the atmosphere in which it was written. Journeys to the Shakespeare country, Dickens and Tennyson rambles, and visits to the manuscript section of the British Museum are common practices.

Journeys to shrines, to museums, Westminster Abbey, and to scenes marking transitions and changes are fountains of inspiration in history teaching. Authorities at the Tower of London, the British Museum, and Runnymede told me that this year more schools visited and made systematic use of the exhibits and information than in any previous year. At the time of my visit to the British Museum, one Saturday morning, I counted 12 classes. One had come from Newbury, 56 miles from London, to visit the manuscript room. They studied the original of Gray's Elegy, made notes of his signature, the neatness of the manuscript, and purchased a photostatic copy of the manuscript as it was written by Gray. In the afternoon they went to Stoke Poges and there read the Elegy. The most impressive memory I retain of England is that group of school children beneath the yew tree's shade in the churchyard at Stoke Poges.

From what I saw during the past summer I would say that Germany leads the world in school journey practice. In that nation journeys are the medium through which school children are getting definite and practical knowledge of the fatherland—the country and the people—how they live, what they do, and what they are thinking. Journeys contribute to every subject concrete elements—initiative, self-activity, health, and worthy use of leisure time. The country is in the grip of a thoroughly organized and adequately financed youth movement, through which the young people are studying all great ideas, seeing first hand the country and its problems, and participating, wherever possible, in all types of social and governmental practice.

It was my privilege to be in Germany during the summer vacation period. I saw hundreds of thousands of school children on definitely organized journeys—at the railway stations, in museums, at historic and literary shrines, in cities, in the country, at natural curiosities and scenic spots. Always they were doing their work in a thorough, systematic way. To encourage these journey activities, the Government and the municipalities have either purchased or erected youths' houses in practically every large city, where the children may have lodgings for 10 to 15 cents per night; breakfast—rolls and hot chocolate, for 5 cents; and supper—meat, vegetables, bread, and hot chocolate, for 15 to 20 cents. Railways and steamboat agencies cooperate by granting a 50 per



Photograph from C. F. Hoban

## THIS COMES UNDER THE HEAD OF EDUCATION IN GERMANY

Students off on a nature study trip often halt in a sunny glade for a folk dance. An entire castle, turreted and encrusted with history, has been reserved for traveling classes in Germany. A boy or girl can live at small cost in this Black Forest castle and by day pursue nature studies on walks through the countryside.

German teachers are permitted to conduct local journeys at their discretion and are encouraged to make at least two long journeys during the year. While long journeys are sometimes taken at the Christmas and Easter recess periods, the summer vacation has become the preferred time for extended trips. These summer journeys, a combination of school procedure and the youth movement, have become so general a practice and are utilized by such enormous numbers that Germany to-day easily leads Europe, and perhaps the world, in school-journey activities.

cent travel rate. School children are granted the same reduced rate for admission to the opera, to art and historical museums, and to Shakespearean productions.

That I might come in direct touch with the student groups, I stayed at the Haus der Jugend, Berlin, which has accommodations for 800 students. This youths' house, purchased by the city, was filled to capacity every night. The director told me that 20,000 different students were accommodated during the six weeks' vacation; and that these students came from all parts of the Republic to make



special studies in art, geography, civics, history, and life as it really exists or functions.

While on the Baltic Sea, in crossing from Finland to Germany, I talked with a group of 52 German students who were returning from a four weeks' stay in Finland. "We have lived in the homes of the Finns," their leader said; "we have seen them at work; we have seen their country; and we have profited by their culture."

#### *Seeing Germany For \$12*

A second group that gave expression to practically the same benefits had traveled from Danzig and had visited Hamburg, Munich, Innsbruck, Berlin, and some rural sections. Their expressed admiration for Germany's beautiful scenery, a better knowledge of civic practices, a deep hatred for war, opportunities for art and historical study, and best of all, the opportunity to meet and talk with people and learn different points of view. This trip cost but 50 marks (about \$12) per pupil and was made possible through the hospitality of the people, the aid of municipalities, and cooperation of transportation agencies.

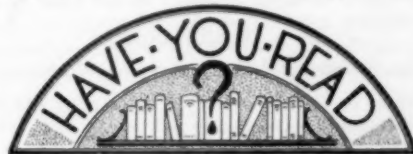
Berlin schools opened for the fall term on August 7, and practically all German schools on the following Monday. On August 8, the second day of school, I saw groups at the historical museums, in the art galleries, at the Reichstag, in the parks, and in the Tiergarten.

#### *Even a Pupil Can Live In a Castle*

In Dresden I accompanied a group of student teachers from the Pedagogical Academy on a historic journey. Their activities were of the same thorough, interesting nature which makes school journey work so practical and valuable in Germany's educational system. The Dresden schools had opened on Monday of the week I visited that city. On the fourth day of school I encountered many journey groups doing certain definite school work. In the Zwinger Gallery I was attracted by a group that was studying a picture. Teacher and students were sitting in front of the "Sistine Madonna." They were searching for the angel heads that Raphael had painted so subtly in the cloud portions of the picture that much effort and study are required to locate them.

Before reaching Dresden I had spent 10 days in Hohenstein at a castle which had been purchased by the German Government in the interest of the youth movement. Its capacity and regulations are the same as the Haus der Jugend in Berlin. I met and conferred with many school groups—all deeply interested in the trees, flowers, birds, insects, rocks, and historic shrines, so abundant in that region.

These groups were constantly coming and going, and their desire to talk with people and their seriousness of purpose were some of the impressive memories I retain of that region.



Drawing by Robert G. Eckel, Boys' Technical High School, Milwaukee, Wis. Instructor, R. E. Cote

By SABRA VOUGHT

Librarian, Office of Education

That "the continued development of vocational education as a constructive factor in industry" is of the highest importance, is the belief of Victor O. Olander, secretary of the Illinois Federation of Labor, as expressed in an article in the *American Federationist* for March. He shows that vocational education has spread through the entire school system from the university to the elementary school. He warns against the growing tendency to allow the system of "industrial training under the guise of vocational training" to become a competitor of general or cultural education. "It is unthinkable," he continues, "that we would knowingly consent to the training of a youth as an efficient worker in industry, with little regard to his value as a citizen." \* \* \* An account of the recent meeting in Detroit of the Department of Superintendence appears in *School and Society* for March 7. The author, William D. Boutwell, editor-in-chief of the United States Office of Education, gives a rapid survey of the meeting, quoting from outstanding addresses, and giving in a brief space a picture of the entire program. The report of the committee on resolutions is given in full. \* \* \* The *School Arts Magazine* for March is entirely given up to the art of the American Indian. There are interesting illustrations, many of them in color. Titles of some of the articles are: America's most ancient art, The Katsina doll, Crafts del Navajo, Native crafts of New Mexico. Sixteen pages of art photographs of Indians of the Southwest add much to the interest of the volume. \* \* \* The American Orthopsychiatric Association has begun the publication of an official journal to be called the *American Journal of Orthopsychiatry*, a journal of behavior. This will be issued quarterly and will contain papers presented at the annual meetings of the association. There will also be discussions, comments, and signed book reviews. The first number appeared in October, 1930. \* \* \* In the *Yale Alumni Weekly* for February 13, there

appears the first of a series of graduate reading lists. This is a brief annotated list on the subject of government. The aim of the list is to "suggest profitable and interesting home study for Yale graduates," especially those who are "not in personal touch with the scholarly or scientific world, or are not near good bookstores or good libraries." The university does not propose to lend the books on the list, as has been done in some cases of alumni reading courses, but suggests that the Alumni Weekly's bookstore will gladly answer inquiries as to costs. \* \* \* The educational program of the past 40 years is discussed in considerable detail in the March number of the *American School Board Journal*. This number marks the fortieth anniversary of the journal and this survey of education gives a vivid review of conditions during its life. The discussions cover all phases of education and are written by distinguished educators. The articles are illustrated with portraits, excellent reproductions of floor plans, and pictures of exteriors and interiors of school buildings. Even the advertisements, showing pictures of all kinds of school equipment, are most interesting and help to make this number of the journal a veritable encyclopedia of present-day education. \* \* \* The question of education in an industrial age is one of the chief concerns of teachers to-day. In the *Colorado School Journal* for March there appears an extract from the annual report of Dean Russell, of Teachers College, Columbia University, in which he discusses what he calls "a sound educational theory, in keeping with this industrial age." To show the difference of thought as to the place of the secondary school he quotes Sir Michael Sadler, Prof. Thomas H. Briggs, Prof. Paul Monroe, and Prof. George S. Counts, each of whom has his own theory on the subject. Commenting on these views Dean Russell says "We are in great need of economists who can interpret to the schoolmaster the educational needs and demands of this new society of ours." He then gives a chart showing in diagrammatic form just where the emphasis should be placed in education for the future. This shows graphically the conditions in the agrarian age, in the earlier stages of the industrial revolution, the conditions of the future in the second stage of the industrial revolution, and the implications for the schoolmaster as to what the new tasks in education must be. \* \* \* The March number of *Progressive Education* is devoted to a symposium on the subject "The teacher in the progressive school." The 24 articles are written by people who are for the most part engaged in teaching or in training teachers.

# How Webster Parish Schools Met the Drought Emergency

*Racing Against the Coming Frost, a Louisiana County Rallied to the Call of its Schools and Saved Tons of Vegetables*

By E. S. RICHARDSON

*Superintendent Webster Parish Schools, Minden, La.*

WEBSTER PARISH is located in the northern part of the State touching the Arkansas line on the north and contains 609 square miles with a population of 29,460. It lies in the territory that suffered most from the recent severe drought. All feed crops were almost a total failure; acres and acres of corn did not make a grain; a food famine seemed inevitable.

This is a brief account of how Webster's county unit organization furnished the leadership through its schools with the assistance of allied and affiliated organizations to help put over a parish-wide food conservation program within a short period of 60 days.

Fortunately for the parish in the late summer and early fall there was sufficient rainfall to supply enough moisture to produce peas, beans, turnips, and other vegetables. The farmers took advantage of this and had growing on their farms in October such crops in abundance. It would have been a calamity in the face of the approaching food famine to have this green food destroyed by frost which was expected at an early date.

## *A Call to Principals*

On the 20th of October, the parish superintendent called into conference the home demonstration agent, who, in Webster, is employed jointly by the school board and the extension department of the Louisiana State University. It was decided to assemble at once all steam cookers owned by private individuals in the parish and also to petition the police jury (county court) to order immediately by telegram a carload of cans to be distributed to the farmers at cost. The home demonstration agent agreed to assume supervision of the whole project. Formulas and recipes for canning each particular vegetable then growing on the farms of the parish were immediately furnished to the school board office by the home demonstration agent where they were mimeographed and sent out at once to home economics teachers, parent-teacher organizations, mothers' clubs, and other interested persons. Bankers, farmers, Red Cross officials, were consulted. The following letter went to all principals:

<sup>1</sup> From address delivered at meeting of Department of Superintendence, National Education Association, Detroit, Mich.

CIRCULAR NO. 55.

OCTOBER 20, 1930.

*To the high-school principals:*

GENTLEMEN: There has been projected a cooperative plan whereby the people of Webster Parish, both white and black, will be given an opportunity to preserve before frost the fine crop of fall peas, turnips, greens, okra, butter beans, etc. After this has been done, the plan contemplates the canning of a number of beeves that are now fat, but will perhaps die of starvation during the winter due to the scarcity of food. To stand idly by and lose this accumulated food in the parish in the face of the present dire need would be a calamity. Hundreds of people in Webster are going to need this food before the winter is over. With the consent of the members, the president of the police jury has purchased a carload of cans to be delivered here this week. They will be sold to the people at actual cost.

## *All working together*

This is an emergency project. It will require the best cooperative effort of every person in the parish. In this, like all other cooperative movements that touch all the people, the high-school principal will be the key man in his neighborhood. Your cooperation, advice, and leadership are necessary to put this over. Your home-economics department will be given an opportunity to serve. I would advise that you get in touch with your parent-teacher organization, your local agricultural committee of the Webster Parish Mutual Development Association at once. Rapid work is necessary to beat the frost. The plan mentioned above has the approval of the banks, business men, farmers, the Red Cross, and others interested in

this acute food situation. Expert canners will be at each school. Several have volunteered their services.

Yours sincerely,

E. S. RICHARDSON, Superintendent.

The Webster Parish principals' organization was called at once in special session by its president and the plan presented and approved. Each of the 10 principals in turn presented the plan to his respective parent-teacher organization where they not only unanimously indorsed it, but agreed to take active charge of the campaign in their respective communities. The detailed plan was at once carried to the people through the schools by the principals and given wide publicity through the press. The importance of the movement was stressed almost daily by letters from the school board office. The impending frost, which was expected daily, necessitated intensive, continuous publicity. The development of the campaign, methods of publicity, and the progress made can perhaps best be told by a few extracts taken from consecutive letters written for the public but addressed to the high-school principals, the key men of the communities.

OCTOBER 23, 1930.

CIRCULAR NO. 56.

\* \* \* Time is short. Ducks and geese are now flying South. Everyone will have to lend active support now in order to preserve the thousands of green foods that are now growing on the face of the earth in Webster. \* \* \* The canning of beeves will be taken up after frost.

## *Vegetables by Truck Loads*

The home economics departments were not large enough to meet the demands made by the communities. Green vegetables came in by wagon and truck loads. The intensity of community activity grew almost immediately to such proportions that the school board was forced to buy 11 extra canners. The school board's construction foreman was forced to devote his entire time to the setting up of improvised canning plants near the school sites. For 60 days he transferred the steam retorts, sealers, and canning paraphernalia from one school to another according to a parish-wide schedule. With a total of 30 steam-pressure cookers two 15-canner plants were operated at the same time in two different communities.

CIRCULAR NO. 57.

OCTOBER 24, 1930.

\* \* \* The children of the Evergreen School brought peas from home ready for the canners. Not



Courtesy U. S. Dept. of Agriculture

## *CANNING CATTLE*

When drought seared the country last summer many farmers faced the loss of cattle through starvation. Communities in Arkansas, Missouri, and Louisiana slaughtered the threatened stock and canned the meat to provide supplies for the coming winter. Schools often provided the space, equipment, and expert advice needed at the community canning bees.



withstanding the fact that yesterday was one of the worst days that we have had this year, these mothers were very busy. They were "Canning in the rain" instead of "Singing in the Rain." This morning the geese and ducks are still flying South. We must all get busy. The new, hotel-size canner donated by the Minden Lions Club has been received. First come, first served.

CIRCULAR No. 58.

OCTOBER 25, 1930.

\* \* \* The canning project had a close call last night. The Lord was with us, however. The light frost did not injure the green food stuff. \* \* \*

#### At Last The Frost

This cooperative parish-wide effort included both races. The negroes of the parish took advantage of the cooperative project and hundreds of them learned how to use steam-pressure cookers. They are planning to purchase a steam cooker for each of the 20 Rosenwald schools this year.

Frost came at last. Thousands of dollars worth of green foodstuff perished. Farmers regretted that the campaign was not begun earlier. They said that this canning campaign had taught them a valuable lesson, and that they would preserve their food thereafter.

CIRCULAR No. 69.

NOVEMBER 22, 1930.

\* \* \* "There are exactly 32 canning days before Christmas. The communities of the Parish have put up for their winter use during the past week 64 beeves, Evergreen leading. They canned 30 and are still going strong. The only way for a fat Webster Parish yearling to escape the canner is to leave the Parish at once."

Webster's intensive food conservation campaign closed on December 19. In addition to conserving thousands of cans of vegetables, 225 beeves were also put in cans. One-eighth to one-sixth of the total amount of food canned was stored in school pantries and is now being used by the parent-teacher organizations to furnish underprivileged children noon luncheons.



### School and Camps, Convention Theme

Relationship of camp and school was one of the main round-table discussions at the Eleventh Annual Convention of the Camp Directors' Association held at the Mayflower Hotel, Washington, D. C., March 5-8.

William John Cooper, United States Commissioner of Education, addressed the convention on the function of the Office of Education. Other papers stressing the health, recreational, social, and educational values of summer camps were given by Stanwood Cobb and J. Milnor Dorey, of the Progressive Education Association; A. D. Zanzig, National Recreation Association; Dr. John C. Eckhardt; and Dr. Mandel Sherman, of the Washington Child Research Center. Dr. John P. Sprague, president of the National Association of Camp Directors, was the convention chairman.

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## The Ones the School Called Dull

By BARBARA H. WRIGHT

Supervisor of Counselors, Minneapolis Public Schools

**T**HE PRODUCT of the public schools as shown by follow-up studies was discussed in a sectional meeting of the Department of Superintendence, National Education Association, at Detroit. In concluding her report of a study of 4,000 "products" of Minneapolis schools Miss Wright told about the achievements of boys who were rated failures in school.—Editor.

Pupils dull in school are not as a rule unsuccessful in industry according to the standards of their social class. One hundred and fifty-one of the 175 special-class boys were working and either paying board, giving all their earnings to their families, or supporting families of their own; only 24 were being supported by their families—not a bad record for boys definitely subnormal.

The junior high school withdrawals were far more successful in industry than they had been in school. Their median wage was \$18.16 a week<sup>1</sup> and 35 per cent of them were getting over \$20 a week. More than one-third had stayed on the same job a year or longer; 7.41 per cent had worked for the same employer three years. They were doing work necessary to the world and their occupations were of the same if not of a higher social status than those of their fathers.

#### Poor School Records

Just because they can not do arithmetic very well or read the classics is no reason for considering them hopeless. This report is extremely encouraging if we measure their success in terms of the standards of the group in which they live, not according to the standards of their college-trained teachers.

The school records of the junior high school withdrawals were depressing indeed. Sixty per cent were retarded two years or more at the time they left school. Twenty per cent were three years or more retarded. About one-fifth were below 8A when they withdrew at 16 years of age. This means 20 per cent had repeated grades five times or more.

A study of their marks in junior high school grades showed that 75 per cent had an average mark of D or less during junior high school. Sixty per cent were either subnormal or dull normal in intelligence. Thus we get a picture of these junior high school withdrawals as a discouraged average group getting low marks in school, failing grades frequently,

<sup>1</sup> High-school graduates averaged only \$16 per week, but this figure must be considered in the light of the fact they had been out of school only a short time.

and lacking the ability to do the tasks set for them.

They stayed in school only until their sixteenth birthdays and then burst out with a sigh of relief, a sigh echoed in many cases by the teachers and the principal. They had acquired a dislike for school and for all things like school. They did not return to evening school for further education in any large number. They left with a feeling of inferiority, with a sense of failure, with a lack of self-confidence. From a mental hygiene point of view their school experience was extremely bad preparation for successful postschool adjustments. Yet in spite of this they do achieve fairly well. Good articulation between the school and industry requires that we give more care to suitable education for the thousands of young people who do not progress from the junior high school to the senior high school but from the junior high school to community living.



### Dollar Educational Packets

Would you like to receive a packet of select education publications from the United States Government? Dollar packets containing 5 to 11 Office of Education publications of unusual value to teachers and administrators may now be obtained from the Superintendent of Documents, Washington, D. C.

Five \$1 packets are now ready for distribution:

- No. 1. Nursery-Kindergarten-Primary Education.
- No. 2. Educational Research.
- No. 3. Administration and Supervision of Rural Schools.
- No. 4. Higher Education.
- No. 5. Elementary School Principals.

A list of the publications included in each packet can be obtained on application to the Office of Education, Department of the Interior, Washington, D. C.

Send a personal check, money order, or dollar bill (at sender's risk).

Uncle Sam does not accept stamps.



### Students Study New Textbooks

Because of the growing tendency for teachers and supervisors instead of school boards or superintendents, to select school textbooks, students in the Department of Education at Mount Union College, Alliance, Ohio, are making a study of new high-school textbooks. Their collection now includes 166 volumes, covering 32 different subjects.



## · SCHOOL LIFE ·

ISSUED MONTHLY, EXCEPT JULY AND AUGUST  
By THE DEPARTMENT OF THE  
INTERIOR, OFFICE OF EDUCATION

Editor . . . . . WILLIAM DOW BOUTWELL

Terms: Subscription, 50 cents per year, in advance; to foreign countries in which the mailing frank of the United States is not recognized, 75 cents. Club rate: Fifty copies or more will be sent in bulk to one address within the United States at the rate of 35 cents a year each. Remittance should be made to the SUPERINTENDENT OF DOCUMENTS, Government Printing Office, Washington, D. C.

SCHOOL LIFE is indexed in Readers' Guide to  
Periodical Literature and Educational Index

APRIL, 1931

### Births Exceed Deaths

**D**ESTRUCTION, assimilation, or reduction in numbers of native races has so frequently followed the coming of the white man to new country that it helps our self-esteem to find an opposite trend.

Forty-five years of work with the natives of Alaska, both Eskimos and Indians, are now being reviewed by the Office of Education on the occasion of the transfer of the Alaska division to the Office of Indian Affairs, and the item that stands out more prominently than 700,000 reindeer or vocational schools or native teachers or hospital boats is, "births exceed deaths."

The thrilling story of these 45 years is told elsewhere in this issue. It is a "success" story despite the fact that the pupils are scattered over an area twice the size of Texas; that until recently all teachers had to be imported; and that the school board (the Office of Education) was more than 4,000 miles away from the school system.

Nowhere is the story better summarized than in the report of the Secretary of the Interior for 1928:

"When the activities of the Office of Education began in Alaska 43 years ago, the Eskimos were in a state of barbarism, with no written language, living in winter in wretched hovels.

"There are now many villages in which are cooperative stores owned by the natives, churches, community halls, and comfortable homes with electric lights and heaters. Forty years ago the natives in many parts of Alaska were catching their game with snares made of sealskin or sinew; spearing fish with spears tipped with flint, jade, or bone; and were fishing with nets made of willow roots. These crude implements were not efficient, and whenever the supply of game was scarce starvation was inevitable.

"Statistics gathered from nearly all the villages in all parts of Alaska show that under the improved health conditions the native population is increasing. *The births exceed the deaths.*"

## Doctor Claxton Receives Award for "Outstanding Service to American Education"

**T**HE unique feature of the annual dinner of the Associated Exhibitors of the National Education Association for the last four years has been an award made



DR. PHILANDER P. CLAXTON

by the associated exhibitors to some person who has rendered outstanding service to American education, said William John Cooper, United States Commissioner of Education. "I have the honor of presenting this year's award, a beautiful desk set, to a man whose service is so well known that he needs no introduction to you and no word of praise from me. He has served schools in nearly every professional capacity; in an intensive way he has labored in four States in this Union: Alabama, North Carolina, Oklahoma, and Tennessee; and in extent his work and his influence have covered the entire area under our flag.

"He raised the educational level of two States in the days when lifting was very hard work. He pioneered summer-school work for teachers in service in days when such efforts were not popular. He served 10 years as United States Commissioner of Education at a time when war conditions tried men's souls. This distinguished service covers a period of almost 50 years, 14 years in the superintendency, 25 years as college teacher or administrator, and 10 years as Federal Commissioner.

"It is with a great deal of pleasure, therefore, that I present this token given in recognition of the distinguished service in American education to Philander Priestly Claxton, doctor of letters, doctor of laws, lecturer, textbook writer, teacher, school superintendent, Federal Commissioner, and college president."



Courtesy National Education Association

FOR OUTSTANDING SERVICE

In the halls of the new National Education Association building which has just been completed will hang this plaque with the names of those who received the annual award "for outstanding service in American education."

### HOW READING CAN HELP YOU

"Link up reading and action—that is the efficient way to read. Lord Kelvin bought a book on heat, by a French scientist—Fourier—and it changed his whole life and led to many of his great discoveries. Faraday bought a book on chemistry and became the founder of the present Electrical Age. Westinghouse bought an English magazine and found an article on compressed air that gave him the idea of his air brake that is now used in all the railways of the world. Henry Ford, too, bought a magazine and saw an article on 'Horseless carriages' that started him on his way to become the most successful of all manufacturers. The man who does not read, in these days of quick changes and irresistible progress, drops behind and becomes an obsolete and insignificant unit in his trade. Reading is a ladder. You **MUST** read if you want to climb."

—Herbert N. Casson.

# Measuring Teaching Ability

*National Survey of Education of Teachers Will Seek Solution of Different Problems in Rating Teacher Success*

By E. S. EVENDEN

*Professor of Education, Teachers College, Columbia University, and Associate Director, National Survey of the Education of Teachers*

**M**EASUREMENT of teaching ability is an issue which has confronted the National Survey of the Education of Teachers at every turn. Since this measurement or evaluation element entered so frequently, Dean M. E. Haggerty, of the University of Minnesota, a member of the board of consultants for the survey, proposed that a separate conference be held of specialists in the field of educational measurement and personnel to discuss and devise an evaluation or measurement program for the entire survey with the idea that separate studies could then be approved in terms of the contribution which they promised to make to the total plan.

This idea was approved and a 2-day conference was held in Washington. Those present were: Dr. E. L. Thorndike, teachers college, Columbia University; Dr. Truman L. Kelly, Harvard University; Dr. Karl J. Holzinger, University of Chicago; Dr. M. R. Trabue, University of North Carolina; and Dean M. E. Haggerty, of the University of Minnesota, who represented the board of consultants in the absence of both Dr. William C. Bagley, teachers college, Columbia University, and Dr. W. W. Charters, Ohio State University, consultant committee members who were unable to attend.

## *Points at Issue*

At this conference the general set-up for the survey was presented and the most frequently mentioned controversial issues in the field of preparing teachers which directly or indirectly involved some form of evaluation were presented and discussed. The more important of these issues as presented were:

1. Is there a distinguishable and significant difference, and if so, in what elements, between: (a) The work of teachers with varying amounts of preservice education; (b) the work of teachers with equal amounts of education from professional and from nonprofessional schools; (c) teachers with varying amounts of practice teaching during the preservice period of preparation; (d) secondary school teachers with varying amounts of college work in the fields in which they are teaching; (e) experienced and inexperienced teachers; (f) teachers who carry inservice education programs and those who devote all their time to teaching; (g) teachers with distinctly different personal programs of professional development; (h)

the teaching ability of graduates of schools of the same type, but whose faculties or facilities differ noticeably; (i) between teachers working under different conditions with respect to tenure retirement provision, type of supervision, scheduled salaries, and other such provisions; (j) the effectiveness for teachers of work done in residence and that done in extension, or by correspondence; (k) the work of the 4-year teachers' college curricula and the combined junior college plus two years of professional work as suggested by some States; (l) the desirability of different kinds of school work, particularly elementary and secondary, other things being equal?

2. Are any of the approved traits of successful teachers subject to training during the preservice period?

3. Is there a distinguishable and significant difference in the abilities or in

the social and economic backgrounds of students in different types of institutions?

Each of the controversial issues includes several or many smaller controversies which must be settled before the larger problem can be answered.

## *Two Proposals*

It is obvious from such a list that satisfactory solutions to the questions involved will not be found until means of measuring the work of teachers prepared by different methods or under different school conditions are found. This being the case, the special conference proposed that the national survey of the education of teachers make an extensive study of a small group of teachers in order to settle, if possible, in a convincing manner, one or more of these controversial issues. All available measures of teaching success should be used, it was decided, and these should be still further refined by partial correlation technique.

Details of this plan were then worked out and were presented at the next meeting of the survey board of consultants which was held in Chicago. The issue there presented was whether the interests of those in this field would be best served by the study of 1,000 teachers representing at least extreme groups on one of the controversial issues, and which would be studied as thoroughly as it is now possible to study it, or whether the survey should concern itself with more issues but in a less thorough and comprehensive manner.

Primarily because of the almost prohibitive cost of the first plan, which involved not only an elaborate testing program for the teachers but an equally elaborate program of tests and measurements for the classes under these teachers, it was voted to modify the plan proposed by the special conference group and study as many of the issues as possible with the idea, as previously presented, of making sharper definitions of the problems, and, where possible, submitting at least partial solutions.



## *Japan Offers Courses for Foreigners*

Seventy-five lectures especially arranged for Americans and other visitors from abroad will be offered in a three weeks' course at the second summer college of oriental culture at the Imperial University of Tokyo, beginning July 6, 1931.



Courtesy U. S. Forest Service

## *MINIATURE SCHOOL FORESTS*

More than 100 miniature school forests are growing in North Carolina. Any school which can arrange a demonstration in forest planting on its own land or near-by property receives seedlings from the State forester. One hundred loblolly and long-leaf pines, which are the varieties usually sent to schools, can be planted on one-tenth of an acre. School forests may become a part of the nation-wide George Washington Bicentennial Tree Planting project sponsored by the American Tree Association. Full details of the bicentennial tree planting project may be obtained upon request to the American Tree Association, 1214 Sixteenth Street, Washington, D. C.

# Universities of the Out of Doors

*To Help Visitors Learn Nature Lore From Wonders in National Parks is Aim of New Educational Section at Washington Headquarters*

By HAROLD C. BRYANT

*Director, Branch of Education, National Park Service*

**A** NEW and great educational project is developing in the national parks. The visitor, who formerly went to a park simply to view the scenery, now has the opportunity really to understand what he sees. Since well-trained scientists serve as interpreters of nature, henceforth the visitor will not only learn the fundamentals of science, but will actually be inspired by the superlative natural phenomena which he sees because he has learned to understand the interrelations involved.

From simple beginnings in Yosemite National Park in 1920, when two university men started trips afield and a series of camp-fire lectures, the work has grown until now educational opportunity is afforded in practically every major national park and several of the monuments. One may go afield with a nature guide, attend illustrated lectures, study in museums, or, if less seriously inclined, simply secure dependable answers to questions. The resident man in charge of educational work is known as a park naturalist, and he has the help of a number of temporary ranger naturalists each summer to conduct the program.

## *Recommend New Branch*

This enlarged educational development is the result of investigations by a committee of scientists and educators, appointed by the Secretary of the Interior three years ago, to determine the opportunities afforded by national parks for educational service to the public. This committee on educational problems in national parks recommended:

There should be a division of education coordinate with other divisions of the National Park Service directed by a man with the best of scientific and educational qualifications who shall administer the educational program in the parks.

Following this recommendation a branch of education was established in the headquarters' office of the National Park Service in Washington, D. C. At present an assistant director is in charge, with one assistant and a stenographer. An additional assistant will be secured July 1, 1931. The older division of publications and visual instruction has been assimilated. It will be the duty of this branch to follow the recommendations of the Secretary's committee and organize a program which will render service, first, to the visiting public desiring to take advan-

tage of the extraordinary educational opportunities of the parks, and, secondly, to educators and investigators attempting to obtain new information or to increase their general or special knowledge of the phenomena represented in the parks.

## *The Enlarged Program*

The enlarged program of educational activities of the National Park Service is based upon the following main general policies:

1. Simple, understandable interpretation of the major features of each park to

Trailside museums have been built in many parks. These museums are designed to help the visitor understand local geological and biological features. The exhibits are simple and understandable by all.

As a result of this new development, the educational work in the parks will be coordinated and expanded. There is hope that new methods in adult education will be discovered and that the national parks will become the great universities of the out of doors for which their superlative exhibits so splendidly equip them.



*Courtesy of National Park Service*

## *DROPPING OUT OF THIS LECTURE COURSE HAS REAL PERILS*

The Grand Canyon is the "laboratory" for informal tourist classes in practical and interesting geology. Skill in presentation and knowledge of the subject are qualities required of National Park Service rangers who answer the questions of visitors and point out the unusual phenomena that the average person would overlook.

the public by means of field trips, lectures, exhibits, and literature.

2. Emphasis upon leading the visitor to study the real thing itself rather than to utilize secondhand information. Cut and dried academic methods must be avoided.

3. Utilization of a highly trained personnel with field experience, able to interpret to the public the laws of the universe as exemplified in the parks, and able to develop concepts of the laws of life useful to all.

4. A research program which will furnish a continuous supply of dependable facts suitable for use in connection with the educational program.

## *Special Courses for N.E.A. Visitors*

Special 3-week courses beginning July 6 have been arranged by the University of Southern California for persons attending the annual meeting of the National Education Association in Los Angeles, June 29 to July 5. Courses offered will be city educational administration, contemporary world history, contemporary British and American poets, character education, and social problems.



David Allan Robertson, A. B., Litt. D., LL. D., will be inaugurated as president of Goucher College, in Baltimore, Friday, April 24.



# Education Needs Industry—Industry Needs Education<sup>1</sup>

*"Every Additional Grade Added to the Average Education of Our Tom Browns and John Smiths is a Corresponding Increase in the Market for Industry's Products"*

By WILEY A. MILLER

*Manager Industrial Relations, Bucyrus-Erie Co., South Milwaukee, Wis.*

**T**HIS IS THE DAY of mergers. In keeping with the times is the demand for a closer merger of the interests of education and industry.

The reasons for closest cooperation between industry and education are far more important than the reasons for differing. School and industry need each other for mutual guidance and growth. Our schools need the taxes derived from industry to erect and maintain fine material equipment and pay a competent faculty. They need the income building power of industry so that more thousands will have the necessary financial background to spend years in training. They need an industry that is ever improving, that will conserve health and strength and increase leisure so that there will be more time for personal development and cultural education far beyond occupational demands.

## *Every Grade Passed Widens Industry's Market*

Likewise, industry needs the school. It needs the help of educators to discover the range and nature of the specific abilities which it uses. It needs their help in solving perplexing technical problems, managerial problems, personnel problems. It needs the school to continuously raise the purchasing power of our people by creating new tastes and desires.

Industry is just realizing that every additional grade added to the average education of our Tom Browns and John Smiths is a corresponding increase in the market for industry's products. The great dark continent in education is the millions lost to our schools after common grade education. This same dark continent has the potential purchasing power which industry needs and which education can develop.

One of the most significant things in industry is the increasing assumption of social obligations by management. If industry is utilizing certain human values, it will be interested in conserving and safeguarding them. If it is providing opportunities for personal growth it will approve suggestions from educators showing

how personal growth can be made a certainty.

If industry is changing our environment with rapidity that is baffling, it will appreciate the alertness of our schools in pointing out means for quick adjustment. If industry is needing men of tact, persistence, honesty, cooperative ability, and character, then any means for developing and measuring these characteristics will help industry as well as enrich society.

## *Peak Earnings at 20*

These and countless other problems are demanding a closer linking of industry and education. For example, a few years ago peak industrial earnings were attained when a man was in his 40's, steadied by

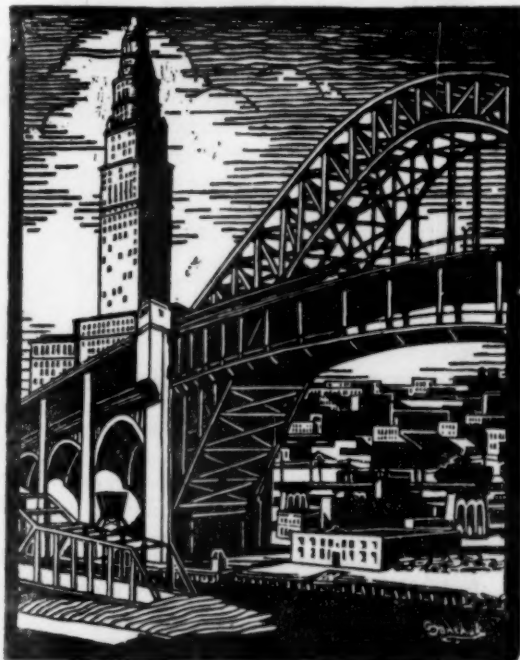
similar changed conditions can not be made with the preparations that were adequate a few years ago. Here the school will find a profitable field for additional cooperation.

Making 4,000 placements in industry and business as did our Milwaukee Vocational School last year is a good record. But this is only part of the job. There must be continuous advisement for the other 12,000 or 13,000 pupils for the entire 1, 2, or 3 years they are in school. And after this, a reaching out to bring under these influences the other thousands in need. The job in its big aspects means training a staff of teachers, advising the present student group, successfully placing them, and then bringing this council and guidance to whole areas not now touched. One of these untouched fields is the making over into efficient workers, the inefficient now being eliminated from jobs. This is an adjustment problem, a placement problem, an educational problem, that may call for a special school for its accomplishment.

Proper coordination of industry and education must leave both cooperating agencies free to develop and function in agreement with their major purposes. But of more importance is the fact that the most perfect adjustment of industry and education must never destroy the freedom of occupational choice. The spirit of this contact must ever remain personal, human, individual—never become automatic, mechanical, oppressive. Coordination, however efficient, must never railroad the product of our schools into jobs. There is involved, not the linking of material things, but things psychological—behavior problems, institutional factors, home factors, emotional factors.

## *Milwaukee's Young Plumbers*

Jim Smith, who has a daughter in the grades and a son about to enter high school, suddenly dies. The son must go to work. Mrs. Smith has a problem. A real friend who knows the boy, the problem, and local conditions tells Mrs. Smith that he will see the boy once or twice a week for the next few years and guide him safely through further development and satisfactorily adjust him to a job. Raise this experience to its *n*th degree and you have the problem of guidance, the



TERMINAL TOWER, CLEVELAND

George Danchuk, 11A West Technical High School, found inspiration in the rebuilding of down-town Cleveland for this woodcut. Other students in the art department, which is under the direction of Paul Ulen, contributed woodcuts appearing in March SCHOOL LIFE.

fairly stable habits and by family responsibilities, and influenced by few distracting pleasures. To-day these peak earnings often come in the 20's before habits are fixed, before family responsibilities are assumed, and when a great number of distracting influences have their greatest appeal. Correct adjustment to these and

<sup>1</sup>From an address delivered before the American Vocational Association, Milwaukee, Wis.

problem of coordinating, education, and industry.

There have been frequent indications as to how the school would be affected by closer coordination with industry. In 1929 there were 65 apprentices added to the plumber's trade in Milwaukee. Forty-five of these were carefully selected, counseled, and followed by vocational school agents who knew industry's, as well as the trade's, requirements. The other 20 were picked at random by the more usual methods. One year later 72 per cent of the carefully selected group were still on the job, while of the other group only 28 per cent remained. When this ability at selecting and training has been extended, our schools will be selecting more and more of our factory and office help or else employment procedure at factory and office will be greatly improved. And there will follow, also, a closer coordination and comparison of educational records with those of office and factory.

A closer linking of education and industry will increase occupational interests. It will tend to remove that certain job prejudice which has existed against industry. Heretofore professional men have been trained, but industrial men have more or less just happened. Linking of industry and education will dignify all jobs, supply valuable training, elevate them to vocations, increase occupational satisfaction.

Furthermore, it will increase the interest in skill, which has been lowered. It is commonly thought that less skill is needed in industry than formerly. This is not so true as is the observation that many new skills are needed. While a number of the old skills are no longer needed, the capacity and aptitude for skill is more needed in industry than ever before. Then there are new skills: Skill in finer precision, skill in colors, skill in design, skills in quality development. In addition, there is a whole line of skills which society needs and in the development of which the school can find new opportunities. These are skill in cooperation, skill in making social contacts, skill in home making, skill in citizenship.

#### *The Dead-End Job*

Closer contact of school and industry will increase the learning incentives. It will increase the desire to learn by requiring a certain amount of training for any job qualification. It will prolong the learning period beyond school or college graduation. It has always been a task for industry to make the products of our schools continue their self-development. They are obsessed with the idea that they have finished their learning. Closer cooperation between industry and schools will result in more adult education.

Then there is still another phase to this learning incentive: It will offer salvation

to the boy on a dead-end job. To job and return, to job and return, and so on, may make Jack a dead-end boy if he happens to be on a dead-end job. But if Jack goes to school, then to job, and back, he will cease being a dead-end boy even though it may be necessary for him to stay on the dead-end job. He can add a variety of



Courtesy Federal Board for Vocational Education

#### EARNS WHILE HE LEARNS

In New York State 65,000 boys 14 to 17 years of age enrolled in part-time schools earned \$48,000,000 in one year. These boys who worked in industries while they studied put in savings \$5,000,000 of their earnings.

outside interests which will make growth and contentment possible.

Better coordination between industry and education will help solve some perplexing problems that industry is puzzling over. The problem of security in old age is one of these. While it is perhaps largely industry's problem because most of us spend so much of our time there, it is also a problem of education. Habits of thrift fostered in school should provide a good general foundation on which to build security in later life. Then industry is wrestling with the accident problem. Admittedly 85 per cent of accidents are due to carelessness or thoughtlessness. Will better cooperation between school and industry help make those who come into industry more safe-minded? Surely this is possible. There is also involved the whole problem of health. Poor health is an adjustment hazard that calls for an infinite number of cooperating agencies.

And, finally, perhaps better teamwork between schools and industry will improve supervision in industry. Better placement ideals and practices will reach to all parts of the shop. To a greater degree all those who supervise the work of others will

interest themselves in behavior and performance problems. They will realize that rarely is a problem occupational alone. And as the teaching staff will improve in our schools, so will the supervising staff in industry and business. And when it does, the foreman, as well as the teacher, by straightening crooked paths, will save a thousand years a day.



Dr. John A. H. Keith, Pennsylvania State superintendent of public instruction during the administration of Gov. John S. Fisher, died at Harrisburg, Pa., February 22.

Doctor Keith began his educational work in Illinois rural schools, later graduating from the Illinois State Normal University and Harvard University. He taught in the Illinois State Normal University and Northern Illinois State Normal School and later was president of the State normal school, Oshkosh, Wis., and of the State normal school, Indiana, Pa.



New York school teachers and school officials are playing an important rôle in the care of needy pupils and families in distress as the result of the unemployment situation. A fund of more than \$60,000 was raised recently by the metropolitan city's school workers, and expended for nearly 25,000 pairs of shoes, food for 8,000 pupils per month.



### Four Ways to Buy Government Publications

I.—Send check, postal money order, express order, New York draft, or currency (at sender's risk) in advance of publication shipment, making payable to Superintendent of Documents, Government Printing Office, Washington, D. C. Postage stamps, foreign money, smooth, or defaced coins not accepted.

II.—Inclose coupons with order. Coupons may be purchased (20 for \$1) from the Superintendent of Documents, and are acceptable as cash payment for any requested publications.

III.—Use the deposit system. Deposit \$5 or more with the Superintendent of Documents, Government Printing Office, Washington, D. C. Cost of publications, as ordered, will be charged against this deposit. This system does away with remittances with every order, and delay in first obtaining prices.

IV.—Order publications to be sent C. O. D., if they are needed immediately and price is unknown. Payment is made when received.



# The Pageant Prepared in a Week

*When Failure Threatened the Apple-Blossom Festival, the School Children of Hall Met the Emergency*

By KATHERINE DOZIER

*Educational Director, Pacolet Manufacturing Co., New Holland, Ga.*

THIS IS a true story of good neighbors. It is an illustration of how communities can cooperate in carrying out large undertakings when the school system is a part of the community life.

Manufacturing and agricultural interests in the Piedmont Belt of Georgia are cradled side by side in the hills of Habersham and the valleys of Hall. The hills of Habersham are covered with beautiful orchards, and each year in apple-blossom time thousands make a pilgrimage to the land immortalized by Sidney Lanier's Song of the Chattahoochee. Pageants and other entertainment add to the enjoyment of the pilgrims. Friends throng to the hills not only from the neighborhood but from surrounding States to witness the glory of spring beauty and participate in the festival.

This year civic clubs of the little mountain town in Georgia, which is host

In distress the people of the village in the hills of Habersham came to their neighbor in the valleys of Hall, home of the cotton-mill village of the Pacolet Manufacturing Co.

Now the cotton-mill town has a highly developed school system employing, in addition to the faculty regularly engaged for academic work in small school systems, a physical director, a music supervisor, and a teacher of domestic arts. Children of this town know all about costuming, dancing, interpreting, and producing pageants. Beginning with the first grade and continuing throughout the elementary school, plays, pantomimes, and other joint enterprises supply the treble for the academic bass.

Knowing full well the readiness of the children of the cotton-mill village to participate in large community enterprises, and knowing, too, that they were

hummed; busy hands flew in various tasks to complete the "grand ensemble."

Within the week and at the appointed time the Apple-Blossom Pageant was ready for presentation.

The big yellow pumpkin of Peter the Pumpkin Eater, that had served in an earlier pageant, was transformed with red sateen. With handmade apple leaves it became the "Big Red Apple of Habersham." The children made thousands of paper apple blossoms which would not wilt in the sunshine. With these decorations they transformed their "Rose Arch Minuet" into the "Dance of the Apple Blossoms."

Court ladies who had served Cinderella in the valleys of Hall became ladies in waiting to the Queen of the Habersham Apple Festival. Pages, court gentlemen, solo dancers, court jesters, Pierrots and Pierrettes, castle guards, flitting spirits, did honor to the Queen of the Orchards, and in pantomime, dance, and drill entertained the vast throng of visitors.

The pageant was beautiful, the apple-grower neighbors were grateful beyond words, the school children welcomed the opportunity to have an extra pageant and to help friends in need, and thousands of visitors were delightfully entertained by the united efforts of Hall and Habersham.



## Grading Children According to Ability

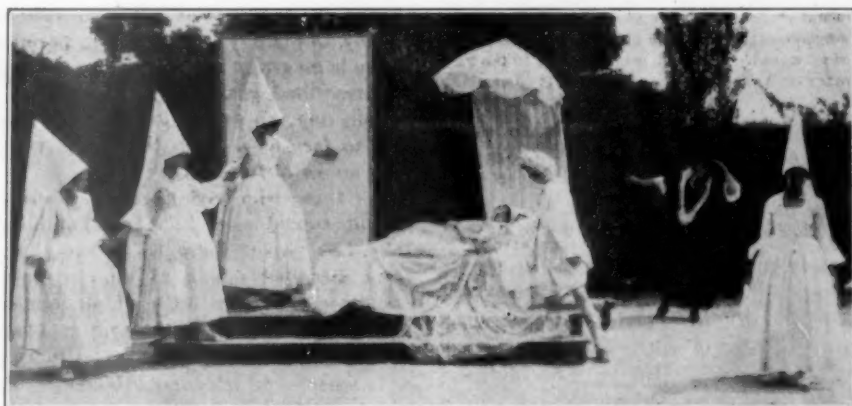
The term "school sickness," to describe a condition characterized by anxiety, restlessness, irritability, and a highly emotional state, poor appetite, and unsound sleep has been coined by Dr. J. V. Treynor, of Council Bluffs, Iowa. Both sexes are alike affected. He believes the condition is due to the delusion of educational democracy—that all children can be made to perform alike mentally. The pressure system instituted to effect this equality should be abolished. He hopes the time will come when a child's report card will be marked "satisfactory," or "unsatisfactory." "Satisfactory" will mean that the child is doing as well as we should expect of him considering his age, health, mentality, degree of social adjustment, and emotional poise.



No student may be graduated from a State normal school in Illinois who has not completed a year's work in physical education, comprising at least 144 forty-minute periods.



The Italian National Gymnastic Federation is sponsoring in Venice during the month of May international male and female gymnastic contests, a physical education and sports exposition, and a congress of friends of physical education. Invitations were extended for Americans to participate.



Photograph from Katherine Dozier

### AN OPEN-AIR STAGE FOR SLEEPING BEAUTY

Close to the school in Hall is an auditorium open to the sky. Tall clipped hedges are "backdrops" for the stage. The pageant goer lifts his eyes from the stage to the town across the valley where tiers of houses form terraces against the green hill.

on this occasion, employed a professional director to train such talent as the local community affords to produce an Apple-Blossom Pageant. The affair was advertised widely throughout the State. The community decked itself for the largest number of visitors in its history.

### Festival Director Vanishes

At the last moment, indeed, within a week of the expected consummation of the plans for the festival, the director disappeared. He vanished, leaving the little town in a sad plight; its pageant advertising spread far and wide, its pageant plays collapsed.

familiar with pageantry, the people of the hills of Habersham came to the dwellers in Hall. The cotton town listened to their apple-grower neighbors and promised help.

The principal of the mill-village school, the special supervisors, and teachers met in executive session. Only a week remained and there was much to be done. The whole school of 500 children enlisted in the work. One hundred and twenty-five were chosen to present the pageant. The others set to work to prepare materials and make costumes and settings. Nimble fingers made thousands of apple blossoms in art periods; machines



# The School Goes to the Hospital in Johnstown

*Teachers, Doctors, Hospital Superintendents, and Nurses Praise Value of Educational Program. Three Case Studies—Helen, Charlotte, and Billy*

By JEAN KERR

IN SEPTEMBER, 1925, the Johnstown local school system joined effort with the Kiwanis Club, Memorial Hospital administrators, and local doctors—a partnership already set up and in operation for the relief of crippled children of the community—by establishing a school for such handicapped children in the Conemaugh Valley Memorial Hospital. With the decision of the local board of school directors to provide educational opportunity for hospital children, a room adjacent to the children's conservatory was set aside for school purposes.

At the opening of the school many difficulties not met with in a regular class were encountered. The enrollment, which comprises children from kindergarten through high school, demands an extremely varied program. This means the teaching of many subjects to pupils ranging from 5 years of age to 20. It means that much of the hospital teaching is largely tutoring.

## *The Class Meets in the Solarium*

In October of the second year our schoolroom was moved from its cramped and ill-lighted quarters in the old building to the solarium on the roof of the new building, an ideal location for the training of children hospitalized for an indefinite period. Up here with access to abundant sunshine, and clear, fresh air from the hills, there is ample room for all the beds, carts, wheel chairs, and desks for as many as can use them. Previously bedside teaching had to be carried on in the ward, but now, as soon as a child's physical condition permits him to study, his doctor orders him to school.

In the morning from 9 until 11 o'clock the children of the kindergarten and primary grades attend school. With these children group activities may be conducted in music, art, and play, while individual work is the usual routine in reading, language, number work, and writing. At 11 o'clock the children return to the ward for dinner. From 12 o'clock to half past 3, pupils of the intermediate and junior high school groups receive instruction. All groups have play periods on the roof playground which adjoins the schoolroom. Rest periods and treatments are arranged to avoid conflict with class periods.

The crippled child's educational need differs but slightly from that of the normal child in a regular class. Progress is determined largely by his own ability, as

he is not hampered by group pace. Vocational training is not a part of the hospital school program, but habits of industry are encouraged through certain types of handwork, such as rug weaving, knitting, basketry, small carpentry, and



Photograph from James Killius

## TWO MASTERS OF THE SUN-ROOF COURTS

The accompanying article is one of a series on outstanding provisions for exceptional children. It is an excellent single example of the practical operation of Pennsylvania's unusually complete program for the handicapped child which was described in the February issue of *SCHOOL LIFE* by Frank H. Reiter.

sewing. These activities serve to counteract and modify any feeling of incapacity due to physical defect.

## *Enjoy Same Games Normal Children Play*

An important factor in the education of the crippled child is the provision and direction of his play activities. The nature of his play will depend largely upon the extent of his handicap. A child who is but slightly handicapped can enjoy most games as played by normal children, and he usually prefers to play them so.

Children who are less active by nature of their handicap, or treatment which they are undergoing, but who can move themselves about in wheel chairs or carts, indulge in tag, races, kite flying, spinning games, bean bag, croquet, circle games, marbles, jacks, horseshoe pitching, and even dodge ball. Children confined to beds enjoy puzzles, dominos, checkers, bubble blowing, guessing games, and many indoor games.

The girls and boys in the hospital belong to The Round Robin Club, the membership of which is made up of schools for crippled children throughout the United States, Canada, and Great Britain. Each year the children elect one of their number as local secretary and monthly contribu-

tions to the club paper are made in letter form. Also, a page in *The Crippled Child Magazine*, edited in Elyria, Ohio, is set aside for the publication of Round Robin contributions. A first award in poetry was won last year by a little girl enrolled in our school.

## *Hospital vs. School Conditions*

What are the advantages of the hospital school? With systematic treatment and education going hand in hand, it is granted by educators, doctors, hospital superintendents, and nurses to have evidenced splendid value. To the children who must spend long months in the hospital undergoing treatment the school has proved a blessing. Long, monotonous hospital hours are transformed into days full of interest and happy child activity.

We can not measure the influence of such a school, but we can speak of the features wherein it excels. Foremost the hospital school gives the child an opportunity for individual instruction with a chance to progress at his own rate as rapidly as his physical condition permits. There is no group to set the pace for him, no prescribed goals to be reached on a certain day, no promotion crisis to meet face to face at a given time. He works with an air of freedom.

For those who have never been able to attend school new hope and ambition take hold upon them. For those who have attended school at intervals, new confidence develops with which to meet their schoolmates upon their return home. For brighter children who excel in spite of handicap and irregular attendance, the hospital school stimulates mental activity and keeps alert the compensation with which nature has endowed them. Then, too, the conditions effected by hospital routine furnish an excellent environment for the training of handicapped children. Carefully planned diet, clean bodies and clothing, plenty of sleep and rest, and regularity of daily schedule bring about a life situation for which we labor in regular classes but can never hope to attain because of the varying standards of home life.

Three examples will give evidence of our work.

## *Helen's Progress*

Helen was a girl of 16 who had never walked but pulled herself about on the floor by means of her hands. She had never been to school and had no companions.

For several months she attempted no school work while a series of operations were performed upon her limbs, but the teacher visited her bedside and had other girls in the ward read to her. When the treatment had passed acute stages, Helen was ordered to school in a wheel chair. Because of her extreme nervousness more than a week was required for orientation, and days were spent in assisting her in handling a pencil, paper, and books.

Her mental attitude toward school was fear of failure. When 9 years of age she had overheard an official of a State institution inform her mother that Helen could never learn. She also heard a visiting nurse say there would be no use in sending her to school. It took weeks to assure Helen that there were many things she could learn, among them reading and writing. In the course of her physical treatment crutches replaced the wheel chair, and after two years Helen walked erect with the aid of two canes. In the meantime she had learned to write, converse easily, and had advanced in reading to the fourth-grade level.

Because of nervousness and muscular tension in the use of her hands, she could not do handwork requiring delicate skill, but muscular coordination improved daily. Before her discharge she had learned to compose and write her own letters to her parents. Unfortunately, Helen had to

Undoubtedly so; but on the basis of her accomplishment we would hesitate to set up definite limitations for her future. Without aid she will not get far and her home community as yet has made no provision to follow up the training received in our hospital school, which brought her new hope, confidence, and much happiness.

#### *Charlotte, Five Years a Patient*

Charlotte, a lively little girl aged 11, when first admitted to the hospital, suffered a stiff knee which bore evidence of muscular atrophy. Subsequently other joints became involved including both ankles, knees, hips, elbows, wrists, and several toes and fingers. When first admitted Charlotte attended school regularly and did creditable sixth grade work. She then walked with the aid of crutches and a walking cast which inclosed the left lower limb. Her attendance at school was regular for six months when her condition became suddenly worse and Charlotte was unable to continue her work until the following September. At this time the little patient was no longer able to use crutches but came to school in a wheel chair.

The first semester of 1926-27 she completed 7B work, but during the second semester of that term her physical condition had reached such an acute stage that the child was unable to be moved without suffering much pain and

During the two school terms which followed the child completed school work through grade 9B. According to the findings in three intelligence tests administered, she has normal intelligence. The results of standardized achievement tests given at an interval of a year show normal progress.

In the five years Charlotte has been a patient in the hospital, she has become a favorite with both patients and attendants. Her disposition is notably cheerful. In spite of all her physical trials her temperament has apparently kept its morale. In fact, her personal qualities lead many to believe that she is an unusually bright child. Although the study of Charlotte's case proves nothing about the extent to which health and intelligence are related, it is interesting to note the comparatively normal achievement, based upon average intelligence, during a period of physical health which has been acutely retrogressive. Charlotte is again attending school regularly and much to her delight is able to come in her wheel chair once more. Certainly for five years the hospital school has been the connecting link between this little shut-in and the fascinating outside world.

#### *Billy, the Genius*

When Billy was 4 years old he suffered an injury to his spine which has caused a pronounced S curve, known as scoliosis. At the age of 8 he was admitted to the hospital for treatment. Up to that time, due to his extremely delicate health, he had attended school at irregular intervals. Upon his admission to the hospital school he was observed to possess keen mental alertness.

According to the findings of a series of tests, Billy has superior intelligence and may be rated in the genius group. He is a ravenous reader, and is quite unhappy if he can not have a supply of reading material on hand at all times. He enjoys relating what he has read. He stands high in achievement tests in academic work, and in the field of special talents, including art, music, and mechanical ability he is found to be above average.

In the five years Billy has been enrolled in the public schools he has attended but three and one-third terms. A little over one-third of the time has been spent in the hospital school. His physical health and postural correction have progressed sufficiently to permit his attending regular public-school classes. Last semester he ranked highest in his class. During the coming term he will enter junior high school at the age of 11 with great promise for a fine record in spite of physical handicap and irregular attendance.



WHO SAYS IT ISN'T FUN TO GO TO A HOSPITAL  
Photograph from James Killian

Young masqueraders forget their remarkably complete assortment of troubles when they join the Round Robin Club of the Johnstown hospital. Doctors find that treatment and education can go hand in hand in aiding the incapacitated child. Teachers find hospitals places where many more determining factors can be controlled than in the usual school.

leave the school when she was beginning to realize and enjoy her ability to accomplish things.

Walking erect, reading, writing, and a remarkable social transformation represent her successes in two short years after 16 spent almost as a prisoner because of her helplessness. Mentally subnormal?

discomfort, so complete rest was ordered. Regular school work was not resumed until the first semester of the 1927-28 term, when Charlotte was brought to school on her bed. All acute pain had subsided, but the disease was still progressing as was apparent in the crippling process.

## New Chief Named for Higher Education Section

Dr. Frederick J. Kelly, professor of higher education at the University of Chicago, has been appointed by Ray Lyman Wilbur, Secretary of the Interior, to be chief of the section of colleges and professional schools in the Office of Education.



F. J. KELLEY

With experience as a teacher, superintendent, research professor, dean of administration and education, university president, and

participant in several higher education surveys, Doctor Kelly comes to the Office of Education well qualified to carry on the work.

Doctor Kelly succeeds Dr. Arthur J. Klein, now professor of school administration at Ohio State University. He will direct and supervise the work of the several specialists and clerks in the section of colleges and professional schools and will organize and direct various research studies, including surveys of land-grant colleges and of State systems of higher education.

In 1902 Doctor Kelly received his A. B. degree upon graduation from the University of Nebraska, and his Ph. D. degree from teachers college, Columbia University, in 1914. From 1902 to 1908 he taught in public schools, and the following four years was superintendent of the training school, State Normal School, Spearfish, S. Dak. He was at State Normal School, Emporia, Kans., during 1914-15, and dean of the school of education, University of Kansas, 1915-20. The following three years Doctor Kelly was research professor and dean of university administration at the University of Kansas, and from 1923 to 1928 dean of administration at the University of Minnesota. He was president of the University of Idaho 1928-30, and then was appointed professor in higher education at the University of Chicago.

As an author Doctor Kelly is also well known, especially for his publication on the American Arts College, which appeared in 1925. He is a member of numerous educational associations and was chairman of a section of the recent White House Child Health Conference, which dealt with education and training.

# High Schools' Three Hundredth Anniversary

*National Committee on Secondary Education Plans Historical Studies in Celebration of Tercentenary*

By CARL A. JESSEN

*Principal Specialist in Secondary Education, Office of Education*

**P**LANs FOR CELEBRATION of the tercentenary of secondary education<sup>1</sup> were discussed at the annual meeting of the National Committee on Research in Secondary Education held in the Hotel Statler, Detroit, on February 23, 1931. Milo H. Stuart, assistant superintendent in charge of secondary education, Indianapolis, outlined plans for this project under consideration by a committee of the department of secondary school principals. Members of the national committee discussed the plans open-forum fashion, especially those phases which contemplate stressing the historical aspects of the secondary school.

Commissioner of Education William John Cooper added impetus and direction to the movement by expressing the hope that there might be developed in the near future a complete history, extending to a number of volumes, of American secondary education. He suggested that stimulation of activity in this direction might come from some coordinating agency such as the National Committee on Research in Secondary Education.

### Plan For History

Committee opinion expressed indicated that the development of such a history might well be coordinated with plans for the tercentenary celebration. It was agreed that professors of secondary education and professors of the history of education were in strategic positions to assist in this movement. The chairman and secretary of the committee were instructed to prepare a letter to be mailed to these educators asking them to cooperate in a project for production of a complete history of secondary education in the United States.

W. D. Boutwell, chief of the editorial division of the United States Office of Education, discussed the distinctive editorial policy of *SCHOOL LIFE*, namely, to report educational activities and educational publications of the Federal Government. He reported that during the past year five articles sponsored by the committee had appeared in the magazine and that through cooperation of the committee a letter soliciting orders for sample copies and subscriptions had been widely

circulated and was bringing good response. In closing he invited committee members to continue their contributions to *SCHOOL LIFE*.

The following educators were elected to membership at large for the 3-year term ending in February, 1934: Charles F. Allen, W. H. Bristow, E. D. Grizzell, Milo H. Stuart, Paul W. Terry, Willis L. Uhl, William A. Wetzel, E. E. Windes.

The nominating committee, Arthur J. Jones, chairman, brought in nominations for the following officers: Chairman, E. J. Ashbaugh; vice chairman and treasurer, William A. Wetzel; secretary, Carl A. Jessen. The nominees were elected and the outgoing officers, Chairman Edmonson and Vice Chairman Smithey, were thanked for the excellent service they had given the committee since its establishment in June, 1925.



School gardening was originally introduced into the Boston schools through the efforts of the Massachusetts Horticultural Society in the early seventies. This society sent the master of the George Putnam School in Roxbury to study the school garden situation in Europe, and as a result of his efforts the first school garden in America was established at his school. Later, in 1914, a course of lectures was introduced on horticulture which was largely attended by teachers in the Boston school system. Encouraged by the success of this course, school gardening was definitely introduced in the Boston schools in 1917. This work has expanded until now it covers 55 school districts and has an annual registration of between 8,000 and 10,000 pupils who sign up for home garden work. In addition, nearly 1,000 pupils are given plots in school gardens where the instruction is more intensive.

### N. B.: LIBRARIANS

A useful list of 52 Books on the Constitution of the United States, carefully selected by the Washington, D. C., Public Library, may be ordered from the Superintendent of Documents, Government Printing Office, Washington, D. C. This pamphlet is sold in bulk only—50 copies for \$1; 100 copies for \$2.

<sup>1</sup> The first secondary school to be established in the United States was the Public Latin School of Boston, founded Apr. 23, 1635. The school has had a continuous existence since that time and is at present one of the important public high schools in Boston.





## New Government Publications Useful to Teachers



Drawing by Charles Sasoma, Boys' Technical High School, Milwaukee, Wis. Instructor, R. E. Cota

Compiled by MARGARET F. RYAN  
Editorial Division, Office of Education

The publications listed may be purchased from the Superintendent of Documents, Government Printing Office, Washington, D. C., at the prices stated. Remittances should be made by postal money order, express order, coupons, or check. Currency may be sent at sender's risk.

The United States Navy in Peace Time. 1931. 176 p. (Navy Dept.) 30¢.

The Navy in its relation to the industrial, scientific, economic, and political development of the Nation (Civics; Government).

★Homes for Birds. 1930. 22 p., illus. (Agriculture Dept., Farmers' Bulletin 1456.) 5¢.

One of a series of bulletins describing the best methods of attracting birds, dealing with nest boxes and other homes for birds (Nature study; Biology; Ornithology; Manual training).

Mineral Resources, 1929, pt. 2—Natural gas, p. 319-340; Natural gasoline, p. 299-318. (Each section 5¢.)

(Geology; Chemistry; Mineralogy; Economics.)

Survey of Fertilizer Industry. 1931. 23 p. (Agriculture Dept. Circular No. 129.) 5¢.

A brief discussion of the fertilizer industry of the world, with special attention being given to the potash, phosphate, and nitrogen supply (Agriculture; Economics; Chemistry).

★The Value of Law Observance. 1930. 57 p. (Bureau of Prohibition, Dept. of Justice.) Free.

A factual monograph presenting facts and conclusions bearing directly upon the value to the individual, the community, and the Nation of the observance of some of the statute laws, such as the national prohibition law, pure food and drug laws, health and sanitation laws, that by their very nature restrict personal liberty (Civics; Social science).

Mineral Resources of Alaska, 1928. 1930. 166 p., charts and folded maps. (Geological Survey Bulletin 813.) 40¢.

Twenty-fifth annual report of the Geological Survey on the production of all mineral commodities in Alaska—the distribution, character, origin, and extent of ore deposits (Geology; Economics; Mining).

Spain—Resources, industries, trade, and public finance. 1930. 47 p. (Bureau of Foreign and Domestic Commerce, Trade Information Bulletin No. 739.) 10¢.

Reviews briefly the fundamental economic conditions affecting Spanish trade and includes in convenient form up-to-date information on a variety of subjects of interest to those concerned with Spanish affairs (Economics; Geography).

Foreign Commerce and Navigation of the United States for the Calendar Year

1929—in two volumes. Vol. II. 1930. 189 p. (Bureau of Foreign and Domestic Commerce.) \$1.50.

(Geography; Economics.)

State and Insular Health Authorities, 1930. 1931. 23 p. (Public Health Service, Reprint No. 1425 from Public Health Reports.) 5¢.

A directory of health authorities, including data on appropriations and publications (Research; Health).



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Cooperative rural health work of the Public Health Service in the fiscal year 1930. 21 p. (Public Health Service, Reprint No. 1421 from Public Health Reports.) 5¢.

Expenditures from the different sources for support of the cooperative demonstration projects, the scope, the principal activities, and some

of the results of the work are given in tabular form (Health; Sociology; Rural education).

★★Glimpses of Our National Parks. 1930. 65 p., illus. (Department of the Interior, National Park Service.) Free upon application to the National Park Service, Washington, D. C.

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Pacific States—California, Oregon, Washington. (Government Printing Office Price List No. 69, listing Government publications.) 17 p. Free.

★★General Information Regarding the Territory of Alaska. 1930. 136 p., illus. (U. S. Dept. of the Interior.) 35¢.

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★★The School Garden. 1930. 40 p., illus. (U. S. Dept. of Agriculture, Farmers' Bulletin No. 218.) Free.

Offers suggestions to teachers for vegetable gardens, combination vegetable and flower gardens, and flower gardens. Contains 23 laboratory exercises, including studies of soils, plants, roots, stems, leaves, cuttings, and budding. Seven and a half pages are devoted to "Decoration of School Grounds"—the plan, walk, lawns, annual plants, and trees and shrubs (Nature study; Civics; Botany).

The Promotion of Tourist Travel by Foreign Countries. 1931. 66 p. (Bureau of Foreign and Domestic Commerce, Trade Promotion Series No. 113.) 10¢.

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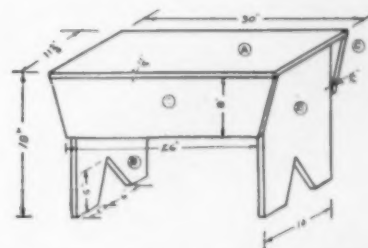
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